

# **Savonia UAS and internship availability**

**Jussi Kortelainen**

Bachelor's Thesis

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Author(s) Jussi Kortelainen			
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Supervisor(s) Petteri Muuruvirta			
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<p>Abstract</p> <p>Depending on the field of study, internships for students at Savonia UAS last at least five months. Finding an internship placement is a stress free task for others while some struggle indefinitely. The worst-case scenario for a student is graduation delay due to the lack of an internship position. This thesis aims to discover the proportion of Savonia UAS students in the different fields of study having difficulties in internship acquisition.</p> <p>The theoretical basis of this thesis is based on individual news involving internships as well as internship requirements and regulations in the various fields of study. One additional quick research is involved in this thesis concerning Finnish embassies abroad. The main internship research case targeted to Savonia UAS' students follows the principles of the quantitative strategy with an online survey utilized a research method.</p> <p>The online survey received nearly five hundred responses. The research results indicate that a clear majority of Savonia UAS' students found internships on time with little to no difficulty. The survey results show that less than ten per cent of the respondents suffer from internship acquisition difficulties resulting to graduation delay. Students with difficulties are found in every field of study organized in the city of Kuopio.</p>			
<p>Keywords</p> <p>Savonia University of Applied Sciences, Internship, quantitative research, online survey</p>			

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## 1 INTRODUCTION

Internships are mandatory part of every University of Applied Sciences' study programmes. Competition for open internship positions vary depending on the field of study. The main purpose of this thesis is to discover the proportion of those Savonia UAS students facing troubles in internship acquisition. One of the upmost elementary theories in business and economics is the theory of demand and supply. This thesis' research part aims to provide statistics to how well one of Savonia UAS' products, education, is demanded at an entry level recruiting, internships.

One statement regarding research topic selection claims that the topic selection process is complicated and may occasionally involve pure coincidence. The author of this thesis confirms the statement without a doubt. (Alkula et al. 2002, 28.)

At the beginning of his fourth year studies the author noticed an alerting situation concerning approaching graduation due date. The author still lacked the three month, professional internship. By that time, summer 2017, the author had asked or applied for around forty different, unpaid internship positions. Every application included an option for committing the final thesis despite if the author was not granted for an internship position. Both requests were always denied. To author's surprise the most daunting part of his studies had not been the passing of the courses taught at school but instead acquiring internships on time. Not only are the internships mandatory part of studies, recommendation and common practice states that students would conduct their final thesis for the final internship organization acting as clients. The final internship placement offers simultaneously an opportunity to acquire skills and knowledge needed for the final thesis execution. This double ended sword combined with the upcoming end of the author's official study completion time led the author to wonder the situation of other Savonia UAS students. The thesis topic and research questions presented therefore themselves. The research questions are:

- *"Are there major challenges in internship(s) acquisitions in different fields of studies?"*
- *"Does possible internship acquisition difficulties in different fields of studies cause graduation delays?"*

The author's own role in the thesis process is to act as a researcher. The author's interest towards professional survey industry ignited during the course Business Research. By committing a professional survey as part of the thesis process the author improves his professional survey conducting- and analytical skills.

The structure for the rest of the thesis proceeds as follows. Chapters 2, 3, 4 and 5 provide theoretical background to support the later research. The chapters covering theories and cases begin in Chapter 2 with news reported by mainstream media over the last decade. Chapter 3 and 4 presents Universities of Applied sciences in Finland and Savonia University of Applied Sciences separately and more in- depth. Chapter 5 handles internships regarding demands and scopes in each of the five fields of studies held in Kuopio. Chapter 6 begins the case research study with theoretical explanations of research strategies and methods following with the results. The thesis is concluded in the Chapter 7, followed by the list of references and three appendices which are first the Finnish embassies' interns amounts and appendices 2 and 3 are the English and Finnish versions of the surveys.

Unless mentioned otherwise, the material in this text concerns only UAS Bachelor's degree not UAS Master's degree students. The abbreviation UAS used vastly in this thesis stands for University of Applied Sciences.

## 2 PREVIOUS STUDIES AND CASES

This chapter presents five individual cases and news regarding University of Applied Sciences' internships. Despite the thorough database-, and online searches, previous studies and researches regarding Savonia UAS internship accessibility appeared to be non-existing. The following cases reported by Finnish media emphasize how varied range of circumstances evolve around University of Applied Sciences' internships.

The first case is from early 2017. At the time a deaf University of Applied Sciences student had applied for more than sixty internship positions with poor results. The case was reported by multiple Finnish Media representative such as Parikka (2017) and Ekberg (2017). Despite of successful completion of his theoretical studies and relentless efforts, employers had not provided any reasons for not providing internship position to the student. The case indicates well that for some students finding an internship is unreasonably challenging task. The amount of the student's internship applications was used as an inspiration in one of the survey questions in this thesis' case research part. (Oksman, 2017.)

The second example rose from 2014. Two news articles concerning Social Services, Health and Sports- study field provides two issues involving compensation and hiring dilemma. The dilemma was caused by unpaid interns. First, one article reflected how Social Services, Health and Sports- students had difficulties in acquiring paid summer work positions in city of Jyväskylä. The reason was mentioned to be unpaid interns who required workplace supervision yet were still cheaper to the employer than paid summer workers. (Savela 2014.)

The second article continues with the same topic as the previous, money. The article from 2013 describes how a certain outdated habit causes troubles for Universities of Applied Sciences and students, such as possible graduation postponement. The outdated habit dictates that every University of Applied Sciences is forced to buy internships for their Social Services, Health and Sports- students from public and/or private sector employers. The costs for example for Saimaa University of Applied Sciences in 2013 totalled to EUR 200 000 and the sum was expected to keep growing yearly. All the while the amount of students and the internship acquisition costs especially from private sector continues to increase. As a result, Universities of Applied Sciences are not necessarily able to purchase sufficient amount of internship positions, leading to graduation postponement of some Social Services, Health and Sports students. (Toijonen et al. 2013.)

The third case occurred in 2010. A news article described how foreigners studying at University of Applied Sciences in the region of Kemi-Tornio, Northern Finland, had troubles acquiring internships. In spring 2010, according to the article, few dozen foreign students were without internship placements. In the prior year, 2009, the school had arranged in total, 100 internship positions with the help of European Union funding. Because of that project, not a single one of the students had suffered from graduation postponement due to the lack of internships position. Unfortunately in 2010, the project was cancelled causing difficulties especially for foreign students in internship acquisition. (Yle 2010.)

Regarding foreign students in Finnish Universities of Applied Sciences and their internship accessibility, a more recent and positive news from 2016 is worth mentioning. According to the article, foreign students at Jyväskylä UAS had easy access to internships which was seen as a little miracle concerning that Jyväskylä's business field is lacking international operators. (Röntty 2016.)

The fifth and final case occurred in spring 2009. Back then, exceptional chain of events caused by financial crises of 2008 lead to a situation where the entire field of study suffered from the lack of internship positions. The news article reports how especially engineering students suffered from the situation. The article states that students offered to intern or work without compensation yet employers had no resources to hire interns. The article states how a student's graduation postponement can be caused because the lack of open internships. (Yle 2009.)

As seen from the above examples, internship acquisition may face challenges of which individual students have no saying in. The past is not the accurate predictor of the future but one can argue that similar paths may occur in the future.



### 3 UNIVERSITIES OF APPLIED SCIENCES IN FINLAND

#### 3.1 General facts

All of the facts and figures including total amounts of UAS Bachelor's- and Master's degree students presented in this chapter consider only Finland.

For applicants interested in achieving either Bachelor's- or Master's Degree from University of Applied Sciences, 23 different choices are available. In addition to 23 UAS, two other UAS exists which are Åland University of Applied Sciences and the Police University College. Both are operating under different mandate than The Ministry of Education and Culture of Finland. (Ministry of Education and Culture, 2017.)

In 2016, UAS Bachelor's Degree students amounted to around 130 000. Students aiming for their UAS Master's Degrees summed up to approximately 11 000. Also in 2016, 23 200 UAS Bachelor's degrees and 2500 UAS Master's degrees were granted. (Statistics Finland, 2017.)

The four largest UAS measured by the amount of students in 2016 were:

- |                                    |        |
|------------------------------------|--------|
| • 1 <sup>st</sup> ; Metropolia UAS | 16 600 |
| • 2 <sup>nd</sup> ; Haaga-Helia    | 10 400 |
| • 3 <sup>rd</sup> ; Tampere UAS    | 9500 + |
| • 4 <sup>th</sup> ; Turku UAS      | 9500+  |

(Statistics Finland, 2017.)

The two smallest UAS measured by the amount of students in 2016 were:

- |                             |     |
|-----------------------------|-----|
| • Police University College | 565 |
| • Åland UAS                 | 563 |

(Statistics Finland, 2017.)

#### *Fields of studies*

Universities of Applied Sciences in Finland offer nine different fields of studies to choose from. Depending on the UAS, inside of each individual field of study programmes a varied range of study orientations exists. Nine available field of studies in Finland's UAS are:

- Business and Administration
- Culture

- Humanities and Education
- Natural Resources and The Environment
- Natural Sciences
- Social Services, Health and Sports
- Technology, Communications and Transport
- Tourism, Catering and Domestic Services
- Security

(Ministry of Education and Culture, 2017.)

Measured by the total amount of Bachelor's degree students in 2016, the three largest field of studies in Finland's UAS' were:

- 1<sup>st</sup>; Social Services, Health and Sports, 30% of all students
- 2<sup>nd</sup>; Technology, Communication and Transport, 24 % of all students
- 3<sup>rd</sup>; Business and Administration, 20% of all students

(Ministry of Education and Culture, 2017.)

UAS Master's degree students spread between different fields of studies based on 2016 figures were:

- 1<sup>st</sup>; Social Services, Health and Sports, ~30% of all students
- 2<sup>nd</sup>; Business and Administration, 25% of all students
- 3<sup>rd</sup>; Technology, Communication and Transport, 20% of all students

(Ministry of Education and Culture, 2017.)

### *Graduation figures*

In 2016 the number of all UAS Bachelor's degree graduates in Finland amounted to 23 200. Females led the statistics with 62% share of all Bachelor's degree graduates. The winning proportion of females can be explained by the high volume of Social Services, Health and Sports students of all UAS students combined. As the largest field of study 88% of graduates were females thus the high female ratio of all UAS Bachelor's degree graduates. (Statistics Finland, 2017.)

The third largest field of study, Business and Administration provided the second most share of UAS Bachelor's degree graduates in 2016. Of all UAS Bachelor's degrees 21% represented Business and Administration. (Statistics Finland, 2017.)

Technology, Communication and Transport, despite of being the second largest field of study, held the third place in graduates' share. 80% of Technology, Communication

and Transport students were males in 2016. The bronze medal in graduates' category was achieved by providing 20% share of all UAS Bachelor's degrees. (Statistics Finland, 2017.)

UAS Master's degree graduates' volume in 2016 was 2 500. The two leading UAS Master's Degree providers in field of study sense were Social Services, Health and Sports with 38% share and Business and Administration with 23% share. Females were awarded 69% of all UAS Master's degrees. (Statistics Finland, 2017.)

## 4 SAVONIA UNIVERSITY OF APPLIED SCIENCES

This chapter provides general information regarding Savonia UAS. The purpose is not to dive deep into organizational facts but to maintain comprehensive point of view. In this chapter Savonia UAS is handled through fields of study description, amounts of students and personnel. The second part of the main chapter focuses on internship through various sub chapters.

### 4.1 General information

Savonia University of Applied Sciences is an institution of higher education. Located in three cities, Kuopio, Varkaus and Iisalmi, Savonia UAS offers both UAS Bachelor's and Master's degree's study programmes. Applicants aiming to study UAS Bachelor's degrees in Finnish are able to choose from six fields of study programmes. In addition, Finnish speaking applicants are offered UAS Master's degree programmes from five field of studies. Applicants willing to study in English have four UAS Bachelor's degree programmes from three fields of studies to choose from. One UAS Master's degree programme is available for English speaking applicants. The fields of studies offered by Savonia UAS are:

- Business and Administration
- Culture
- Natural Sciences
- Social Services, Health and Sports
- Technology, Communication and Transport
- Tourism, Catering and Domestic Services

(Savonia-ammattikorkeakoulu, AMK- ja YAMK- tutkinnot, 2017.)

In 2016, the overall amount of students studying in Savonia UAS totalled to 6 602. Nationalities represented by students of Savonia UAS is exceeding 20. Well-being and education of Savonia UAS's students is ensured by 454 full- and part-time personnel. 263 out of 454 personnel were teachers in 2016. (Savonia, Tilinpäätös 2016.)

1 007 Savonia UAS students received their UAS Bachelor's degrees in 2016. UAS Master's degrees were granted for 84 students. In spring 2016 Savonia UAS reached a noteworthy milestone when Savonia UAS received its all-time historic graduate number 20 000. (Savonia, toimintakertomus 2016.)

## 5 INTERNSHIP FOR SAVONIA UAS STUDENTS

### 5.1 Law and legislation

Finnish law and legislation dictates basic rules in which Finnish Universities of Applied Sciences are obliged to operate their educational operations. Finnish act of 3.3.1995/256 covers UAS' internships rather superficially. Finnish law concerning Universities of Applied Sciences from 1995 contains six different sections surrounding internships. Following list provides translations of the six sections. The legislation is available only in Finnish and Swedish therefore the translation to English was performed solely by the author. The translations might hold different word order compared with the originals though the message remains the same.

- 4<sup>th</sup> §. UAS studies include internships that are supporting professional growth
- 6<sup>th</sup> §. Finnish Ministry of Education and Culture ratifies each UAS' study programs including the length of internships
- 7<sup>th</sup> §. The goal of internships is to familiarize a student with guidance to relevant professional knowledge, skills and duties especially from professional studies prospective
- 9<sup>th</sup> §. Curriculum of each study program defines the total amount of internships required
- 11<sup>th</sup> §. University of Applied Sciences must organize studies in the manner in which a full-time student is able to execute his studies within the time in comparison to the scope of the studies
- 12<sup>th</sup> §. Any UAS is obligated to mind that a student is able to compensate his internships either with similar work experience or with previous internships

(Asetus ammattikorkeakouluopinnoista, 3.3.1995/256, 2017.)

In addition to the acts from year 1995 an update from 2014 provides one new regulation:

- 3 §. The scope of any UAS study program internships must be at least 30 credit points in order to support student's professional growth

(Valtioneuvoston asetus ammattikorkeakouluista, 1129/2014, 2017.)

Finnish law and legislation does define a vast amount of regulation for internships in *Social Services, Health and Sports*- field of study according to Heinonen (2003). The final decision power regarding specific demands for the internships is held by each UAS independently.

## 5.2 Internships in different study programs

This chapter presents Savonia UAS's study programs based on demands and lengths of internships. Each program holds considerable amount of information regarding duties and tasks a student is expected to participate in during internships. To make this subject tangible for the reader, internship descriptions on different study fields include only the generic and few key field-specific facts. The descriptions cover only Bachelor-level programmes held in the city of Kuopio. The study programmes chosen for the comparison are the same as the survey focus groups are in research case following later. Natural Sciences are excluded from the survey, therefore from this chapter completely since all studies on that field are run in the city of Iisalmi.

Savonia UAS states similar general outline concerning internships for every Bachelor's degree programs. The core internship object is to introduce a student to practical work and study programme-related methods. Goal for internships is to improve students' customer-oriented problem solving skills while deepening his/her professional competence, knowledge and skills. The conclusive goal is to enhance students' employment opportunities.

### *Business and Administration*

There are three separate Bachelor's degree study programs in Business and Administration available. First, a degree programme in *International Business* for English speaking students. Second, *Business Studies* for Finnish speakers and third, *Wellness-business* also for Finnish speakers. Savonia UAS has outlined the demands and prerequisites for the study programmes' internships which are similar regardless of the Business and Administration study programme. (Savonia 2017, LI17SP Degree Programme in International Business.)

The internships in Business and Administration are divided into two main parts, basic and in-depth internships. Basic internship is worth 12 cr, two sections worth of 6 cr. In-depth internship is worth 18 cr, which consists of three 6 cr sections. Basic internship measures to 320- and in-depth internship to 480 hours or 8 and 12 weeks of work in total. A business student must execute 30 cr worth of internships for Bachelor's degree. Officially a student must have 60 credit points of studies conducted in order to be granted a permission to commit the basic internship. Before a business student is allowed to begin his in-depth internship he/she must have 120 cr worth of studies completed. In Business and Administration- studies the names of the five mandatory internship

courses are named linearly as *Internship 1-5*. (Savonia 2017, LI17SP Degree Programme in International Business.)

A student's internships' duties and tasks may include customer service, projects, office working, sales and marketing, finance controlling, human resources and communication. (Savonia 2017, Harjoitteluohje syksyllä 2013 tai sen jälkeen opintonsa aloittaneille, 5.)

### *Culture*

Three study programs are available in *Culture* studies, Design, Music and Dance.

In Design's curriculum, internships are divided in three courses named *Internship 1-3*. Each course is worth 10 cr. In total, Design students are obligated to perform 30 cr worth of internships. Course descriptions specifies three different cases compared to Chapter 5.2 general internship description. One, internship provides Design student confidence in job searching, when presenting individual skills and planning duties. Two, during internships Design student will gain knowledge about workplace organisation and collective labor agreement. Three and final, internships in Design can be executed in domestic or foreign company, organisation, public corporation, as an entrepreneur, working in projects and art works are also accepted. Design students must choose their orientation during their studies and internships must concern the chosen orientation. (Savonia 2017, DA17SP Muotoilun tutkinto-ohjelma.)

In Music studies internships consists of three sections, each worth 5 cr. In total, Music students must accomplish 15 cr worth of internships. The lower amount of internships compared to Business and Design studies is justifiable. Music students complete additional practical training as part of five courses during their studies along with three internship courses. During those five courses Music students are practising pedagogical methods similar to real life working which can be seen as 'part-time internships'. The content of the three courses purely about internships add following information particular to Music studies. A student is expected to show during the internships positive and entrepreneurship attitude. A Music student may use internships as part of his/her final thesis to reflect learning. Internships placements may include such as music schools or camps, festivals and music studios. Internships can consists of lines of works such as composing, teaching or productions. Student's own interest and orientation guides the placement and duties the most.

(Savonia 2017, DM17SP Musiikin tutkinto-ohjelma.)

Studies in *Dance* programme tails similar path with Music studies. In Dance programme's curriculum, three courses named *Dance Pedagogics 1-3* consist of part-time pedagogical training. Altogether, the three courses are worth 25 cr. The internships themselves constitute of two individual sections. First, *Final Practical Training* is worth 10 cr and second, *Other Practical Training* is worth 5 cr, in all 15 cr. During his/her internships a Dance student is expected to become an independent dance teacher while possessing skills to further development of personal, artistic and pedagogical skills. Internships should consist of teaching or other duties determined by the employer. During the *Final Practical Training*-internship a student is expected to carry out 100 hours of pedagogical work, 50 hours of other relevant work and 100 hours worth of pedagogical planning, self reflecting and reporting. (Savonia 2017, DT17SP Tanssinopettajan tutkinto-ohjelma.)

### *Social Services, Health and Sports*

Savonia UAS offers Bachelor level study programmes in eight different orientations under *Social Services, Health and Sports*-field. Due to the complexity of each of the eight study programmes' intership demands the purpose in this case is to name the eight study programs and the scope of the internships. The programs are *Bioanalytics, Nursing, Public Health Nurse, Radiographer, Physiotherapist, Dental Hygienist, Midwife and Paramedic*. The scope of the studies varies between 210 – 270 cr. Social Services, Health and Sports stands out from the rest of the study fields in internship demand sense. It is the most heavily regulated study field, not only by Finnish Ministry of Education and Culture but also by Ministry of Social Affairs and Health. (Heinonen 2003.)

The scope of the internships is at least 75 cr. In *Public Health Nurse*-program a student must execute 105 cr worth of internships. In *Midwife*-program the scope of internships is towering at 130 cr. Potential placements for internships include for instance hospitals, private health care companies, research centers and clinics. (Savonia 2017, TK17KP, Kätilön tutkinto-ohjelma.)

### *Technology, Communication and Transport*

For the Bachelor's degree programmes under Technology, Communication and Transport, internships' lengths and general approach has been defined to be similar by Savonia UAS. Each of the study programmes which are *Mechanical* (also in english), *Construction, Electric- and Automation, Environment and Computer Science*



(also in english) specifies more thoroughly demands related to orientation. For example, Construction students important skills to be learned during internships including work safety- and community issues. (Savonia 2017, Konetekniikan koulutusohjelmakohtaiset tavoitteet.)

The amount of internships is 30 cr in total which consists of six 5 cr units. The names of the internships are *Practical Training 1, 2a, 2b, 3a, 3b and 3c*. Savonia UAS defines the *Practical Training 1* (5 cr) as familiarization period for duties and tasks as "overalls practice". Savonia UAS recommends that *Practical Training 1* is done after first academic year. *Practical Training 2a* and *2b* aim to deepen a student's skills and knowledges of the relevant study field and improve employment past graduation. Recommendation states that a student fulfils *Practical Training 2a* and *2b*, in total 10 cr after second academic year. Those periods are professional internships including more demanding requirements compared to *Practical Training 1*. After third year of studies a student is expected to complete *Practical Training 3a, 3b* and *3c*, in total 15cr. These latter internships are also professional internships with duties following a student's study program orientation. Viable duties in professional internships include researching, product development, designing and project leading among others. A student ought to execute 20 full-time working weeks or 800 hours worth of internships during his/her studies. Internships placements may include construction site, industrial company, technical service company, public institute, organisation, engineering consultant office or other suitable employee. (Savonia 2017, EK17SP Konetekniikan tutkinto-ohjelma.)

### *Tourism, Catering and Domestic Services*

Savonia UAS educates Bachelor degree students in city of Kuopio under one study programme in Tourism, Catering and Domestic Services. In the study programme, both basic- and in-depth internships comprises three individual sections, each worth 5 cr. In total, a student must pass 30 cr of internships. Total duration of the internships is 800 hours, basic and in-depth internships being 400 hours each. Prerequisites for basic internships are 60 cr worth of studies. 120 cr is the lowest official limit needed before a student is allowed to participate in in-depth internships. During basic internships a student should gain understanding of essential working methods related to studies. After basic internship a student should know individual factors that are shaping and forming the workplace as an entity. Further more, a student familiarizes him/herself with customer service- and other relevant situations while improving in self evaluation situations. Social skills are also expected to improve by operating as part of the working group. (Savonia 2017, MM17SP Matkailu- ja ravitsemisalan tutkinto-ohjelma, Harjoittelu 1.)

The goal for in-depth internships is to improve student's professionalism in study field-relevant areas in various working cultures. During an in-depth internship a student should work in more demanding operations compared to basic internships. After in-depth internship a student should be skilled to form personal work-related connections and operating successfully in networking and projects. A student should be able to develop and search for meaningful, ethical and financially sound solutions for problems. Also, professional communication skills are expected to be at appropriate level after in-depth internships.

(Savonia 2017, MM17SP Matkailu ja ravitsemisalan tutkinto-ohjelma, Harjoittelu 6.)

### 5.3 Internship policy, case Finnish embassies

By using proper type of internship policy employers are able to shape their future. One of the tasks of around 90 Finnish embassies abroad is to promote and improve Finnish companies' business opportunities internationally. An online news article from 2013 state that The Ministry for Foreign Affairs of Finland wishes to gain the amount of Finnish men as diplomats. The path to diplomatic career for Finns occurs via Kavaku-diplomatic course. (Hiltunen, 2013.)

Since the official wish to increase the amount of Finnish men as diplomats exists, an additional, long-term method should offer aid in fulfilling the official need. The method is to allure men towards diplomatic careers already during their studies, by using internships to ease the eventual path to Kavaku- course. The author committed two quick researches to discover if official statement from four years prior to increase Finnish men as diplomats is seen currently in the amounts of Finnish male interns in embassies.

#### *The Finnish National Agency for Education internships*

The Finnish National Agency for Education offers internships in embassies, organisations, nursing homes, cultural- and language institutions, magazines and other employers abroad twice a year. Internships occurring all over the world are meant for Finnish higher education students. Students from various fields of studies are eligible to apply. Durations for internships vary from three to six months. The internships are highly popular among Finnish University and University of Applied Sciences students. In autumn 2016, the total amount of applicants for all of the internship programs amounted to 1

231. Only 91 applicants were granted an internship. The acceptance rate counted to 7,4 %. (Opetushallitus, 2016.)

Driven by personal interest towards internship programmes offered by The Finnish National Agency for Education the author committed a research about the embassy- programme. The research covered every Finnish embassy abroad, special embassies included, see Appendix 1. The Finnish embassies – programme is noticeably the most applied of all the programmes offered by The Finnish National Agency for Education. In autumn 2016, 551 applicants competed for 21 positions at Finnish embassies. The acceptance rate totalled to 3,8 %. (Opetushallitus, 2016.)

### *Results*

The research covered in total approximately 90 different Finnish embassies abroad including special offices such as Unesco and Nato representative offices. The information was gathered from official web pages of each Finnish embassy abroad. The research occurred on two days, the first on 9 September 2017, and the second on 2 November 2017. To see the complete spreadsheets, see Appendix 1.

The total amount of interns in the first research date summed to 63. Of all the interns 47 (75 %) were females and 16 (25 %) males. The second research date provided interns' amount to 80. Of those 80, 59 (74 %) were females and 21 (26 %) were males.

Based on the research results the lack of Finnish men as embassies' interns is lacking behind females as in professional diplomats case. Here, internship policy could be used to allure Finnish men towards diplomatic career by offering more internship positions to men. The results would provide more of a long- term than short- term solution.

### *Validity of the embassy research*

Reliability and validity of the embassy research conducted by the author is somewhat questionable. The amounts and genders of the interns in Finnish embassies was gathered from official embassies' webpages, provided by Ulkoasiainministeriö (2017). Research material gathered by such means does not guarantee correct and up to date amounts and information of interns. Also, the research concerned only two days, 9 September 2017 and 2 November 2017. A longer observation period is needed to draw further conclusions.

The gender imbalance may vary after every application period. Also, every intern might not have granted permission to place their names publicly on the embassies webpages and the information might be outdated. Every embassy's customs might not include placing their interns' information online at all. On the more notice, the application statistics provided by Opetushallitus (2016) does not specify the amounts of applicants by gender. The applicants rate based on the gender might resemble the 75/25 %- ratio of the chosen interns, though it should not matter. Rightful assumption is that the most suitable interns are chosen. The other internship programmes at different times offered by The Finnish National Agency for Education might show opposite results. The idea of this quick case research was to provide a possible solution through internships for a case where an official wish was publicly noted by officials.

## 6 RESEARCH

### 6.1 Research strategies

A common saying states: "*A good question is half of knowledge*". For a researcher the common saying loads especially important dilemma: "*What is a good question and how, from whom, when and where to ask for it?*". In scientific research two main strategies are commonly used, *quantitative* and- *qualitative*. The choice between the two strategies is not an obvious and exclusive. Hirsjärvi et al. (1998, 133) suggests that quantitative and qualitative researches are complementary strategies more than competitors. Hirsjärvi (1998, 134) also argues that the research strategy and method should be the one of which the researcher himself is the most convinced of. (Hirsjärvi 1998, 133, 134.)

The crucial fact behind the proper research strategy selection is the research problem itself. The purpose of a research in general can be mapping, descriptive, explanatory or predictive kind. Three questions should be asked and answered in order to determine the purpose of the research, therefore the proper research strategy selection. First, is the nature of the research problem mapping kind or is the purpose to describe alternative instances of a certain situation? Secondly, is there a need to control the situation or is the aim to describe naturally occurring events? Third and finally, does the research problem try to explain events of the past or the present? (Hirsjärvi 1998, 134 – 135.)

*Quantitative* research is most useful in researches where sample is large. Depending on the sample group, Vilkkä (2007, 57) recommends that received answers should amount to at least 100. In a case where research focuses in comparing various groups together, each group's answers is hoped to reach 30, while the amount of all answers combined casts between 200 and 300. The main paradigm behind quantitative research is causality, where reality is observed through objective numbers as claimed by Hirsjärvi (1998, 137). Fundamental elements of quantitative research include previous theories, conclusions of previous researches, presenting hypothesis, abstract definition, statistical presentation of the research variables and results, clear definition of the research groups and thorough preparation and planning of the research methods. (Hirsjärvi 1998, 137.)

Quantitative research tackles the questions such as *what, how much, where, why* and *how often*. The suitable methods include surveys, telephone interviews and systematic observation. (Heikkilä 2014, 6 – 7.)

*Qualitative* research finds it's usefulness among concepts that cannot be measured simply by quantity. Qualitative researches aspiration is to describe real life and its events as authentic and comprehensively as possible. Unlike in quantitative research, in qualitative research a researcher is not entirely unbiased and objective. Qualitative researches target is to discover or find facts more than verify existing claims. This should lead to understanding of the research subject. (Hirsjärvi 1998, 160 – 161, 181.)

Qualitative research discovers answers to the questions such as *why*, *how* and *what kind of* as mentioned by Heikkilä (2014, 7). In qualitative research a proper sample sizes is defined through *saturation*. The term means that new samples should be collected until no further research problem- related information is gained. Depending on the research problem the saturation can be achieved with samples smaller than 20 and at times the required sample is vastly greater. (Hirsjärvi 1998, 181.)

Commonly used methods in qualitative research are personal-, depth-, and group interviews, participative observation and using of existing materials. (Heikkilä 2014, 6.)

## 6.2 Survey as a research method

The internship availability research committed for this thesis was quantitative by nature. An online survey committed via Google Forms was chosen as the research method. Before the research survey with the results are presented in the next chapter, a generic description of survey characteristics precedes.

Survey stands for a research method in which information is gathered by using structured questionnaire, interviews or observation. The most common types of questions used in survey questionnaires include multiple choice- and open- questions. (Alkula et al. 2002, 118, 132.)

Advantages of surveys include easy accessibility to massive amount of responses, time saving from researcher's point of view, ability to ask multiple questions with one form and wide range of analysis opportunities provided by softwares and statistical tools. (Hirsjärvi 1998, 191.)

Disadvantages consist of question- related misunderstandings, soundness of respondents, constrained professional skills of a researcher and lack of answers. (Hirsjärvi et al. 1998, 191.)

One view claims that a survey response rate varying between 30 – 40 % can be considered high. The most important factor affecting response rate is the topic of the research. Secondary and tertiary factors influencing the response rate depend on questions of an survey and the covering letter sent to the recipients. (Hirsjärvi 1998, 192 194, 198.)

Creating a professional survey is comparable to an art form and exact rules in how to create a successful survey cannot be ruled in the opinion of Hirsjärvi (1998, 198). Certain general guidelines exist which are:

- Respondents should be able to fill the survey within 15 minutes
- Avoid complicated jargon in language usage
- Use multiple choice questions instead of agree/dissagree- claims
- Offer *No opinion*- choice
- Ask one matter per question
- Use short questions
- Ask specific questions
- Avoid options such as *often, usually, most* and other ambiguous words

(Hirsjärvi et al. 1998, 198 – 199.)

### 6.3 Internship research case

The purpose of the research case was to study how easy or difficult students of Savonia UAS in various fields of studies find acquiring mandatory internships. Additional purposes was to discover if group of students with problems in internship acquisition exists and if the possible lack of internships causes graduation delays.

The results were written in a manner that respects respondents' privacy. Especially displaying demographics of the respondents' required additional attention. Due to the fact that some respondents represented only one country, their traceability would ease if various background variables had been provided jointly.

Online survey questionnaires in Finnish and English were sent to the target groups depending on the language of the groups with the gracious help of Savonia UAS Mic-

rokatu campus' Student Services & Mobility Affairs personnel. The cover message written by the author was included in the emails and explained the topic and the purpose behind the survey. The cover message also included the amount of the questions to ensure that answering had not required recipients time excessively.

The chosen target groups were students studying in the city of Kuopio from third academic year up. Therefore, all fields of studies offered by Savonia UAS participated in the survey with the exception of Natural Sciences. The following list presents the amounts of targeted recipients on each field of study:

- Business and Administration 376
- Culture 286
- Social Services, Health and Sports 687
- Technology, Communication and Transport 729
- Tourism, Catering and Domestic Services 207
- In total 2285

(Student Services & Mobility Affairs, 2017.)

The surveys were open for two weeks, between Tuesday 24 October and Tuesday 7 November 2017. The questionnaires consisted of 12 questions. All the questions were the same for both English and Finnish speakers with two alterations. The Finnish version held more answering options in fields of study- question and the English version had additional countries in the question for nationality. Both questions were part of the background questions and the alterations had no reliability causes regarding results. Since the general idea behind the research problem seemed rather straightforward and the target group as a whole was vast the questionnaire required ability to be quickly answered to improve overall response rate and to ease results analysis. The questionnaires can be seen at the end of this thesis, Appendix 2 and 3.

The first five questions covered respondents' gender, age, nationality, field of study and academic year of the studies. The idea behind the first five questions was to fathom demographic scale of the respondents' background.

The latter seven questions concerned the research problem, internship availability. Two questions were non- mandatory, open question- types to answer if respondents wanted. To the author's surprise the two non- mandatory open questions gained answers combined worth nearly nine A4- pages in font size 10.



## 6.4 Research results

### 6.4.1 Demographics

As a result, 487 individuals answered to the surveys. The overall response rate counted for 21,3 %. Respondents represented 11 countries which were:

- Austria
- Azerbaijan
- Estonia
- Finland
- Mexico
- Nepal
- Nigeria
- Russia
- Turkey
- Ukraine
- Vietnam

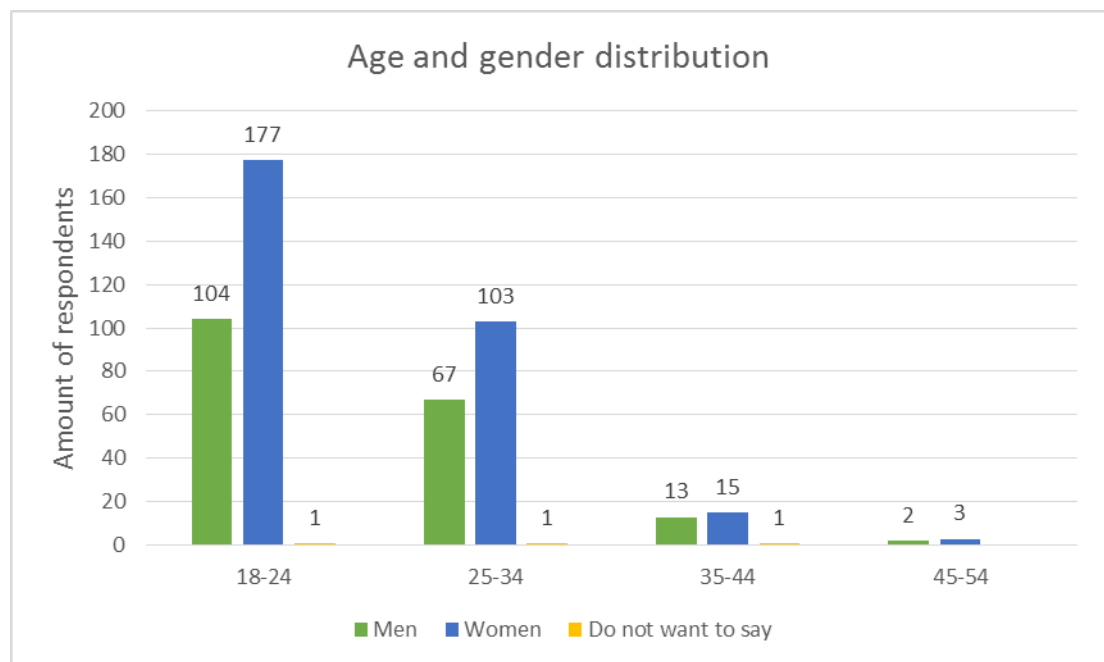


Chart 1. Age and gender distribution

Women were the largest gender group with 298 (61,2 %) answers while men amounted to 186 (38,2 %) and 3 (0,6 %) individuals did not to specify their gender. The largest age group was 18- 24 year olds represented by 177 (36,3 %) women, 104 (21,4 %) men and 1 (0,21 %) who did not want to specify the gender.

Amount of respondents: 487

Gender	Field of study					
	Business and Administration (n=94)	Culture (n=37)	Social Services, Health and Sports (n=163)	Technology, Communication and Transport (n=139)	Tourism, Catering and Domestic Services (n=53)	Graduated (n=1)
Men	33,0 %	8,1 %	12,3 %	89,2 %	15,1 %	0,0 %
Women	66,0 %	91,9 %	87,1 %	10,1 %	84,9 %	100,0 %
Do not want to say	1,1 %	0,0 %	0,6 %	0,7 %	0,0 %	0,0 %
Total	100 %	100 %	100 %	100 %	100 %	100 %

Table1. Gender distribution by fields of studies

As seen from the Table 1, the single largest field of study represented in the survey was Social Services, Health and Sports with 163 (33,5 %) responds. The second largest field of study was Technology, Communication and Transport with 139 (28,5 %) portion of all the answers.

The last demographic question concerned respondents current level of studies in the sense of academic year. Out of 487 respondents four (0,8 %) declared to have been second year students. 215 (44,1 %) of the respondents were executing their third year studies. Amount of fourth year students rose to 231 (47,4 %). The final option was for respondents whose year of studies was five or more. Volume of those respondents totalled to 37 (7,6 %).

#### 6.4.2 Internship credits

The survey question number six was the first related to internships. The multiple-choice question asked: "*How much of your internships have you done?*". The purpose behind the question was to compare the level of executed internships between fields of studies as well as within.

Amount of respondents: 487

Credit points	Field of study					
	Business and Administration (n=94)	Culture (n=37)	Social Services, Health and Sports (n=163)	Technology, Communication and Transport (n=139)	Tourism, Catering and Domestic Services (n=53)	Graduated (n=1)
All	56,4 %	37,8 %	20,9 %	54,0 %	56,6 %	100,0 %
None	12,8 %	10,8 %	0,0 %	5,8 %	3,8 %	0,0 %
5-15	17,0 %	32,4 %	8,6 %	25,2 %	22,6 %	0,0 %
20-30	12,8 %	10,8 %	22,7 %	12,2 %	13,2 %	0,0 %
35-45	0,0 %	0,0 %	20,9 %	0,7 %	1,9 %	0,0 %
50+	1,1 %	5,4 %	24,5 %	2,2 %	1,9 %	0,0 %
Other	0,0 %	2,7 %	2,5 %	0,0 %	0,0 %	0,0 %
Total	100 %	100 %	100 %	100 %	100 %	100 %

Table 2. Amount of internships completed

As seen from the Table 2, in three fields of studies share of respondents who had completed all mandatory internships rose to over 50 percent. Social Services, Health and Sports was the only field of study where all respondents had carried out at least 5-15 cr worth of internships.

In total, 207 (42,5 %) of all respondents had fulfilled all their internships. The second largest portion with 89 (18,3 %) respondents had 5 - 15 cr worth of internships done. A noteworthy detail concerns 26 (5,3 %) respondents. That portion of the respondents had not completed any of the internships by the time of the survey. All of those 26 respondents were participating either their third or fourth academic year of studies. The highest portion of respondents who lacked all internships were studying Business and Administration. The second largest portion were Culture students. The result itself does not indicate difficulties in finding an internship but used jointly with following questions' results is expected to provide answers to the reasearch questions.

As seen from Table 2, Culture and Social Services, Health and Sports had markings at the Credit points section *Other* with 2,7 % and 2,5 % shares. The entries came from five respondents' who had committed 18-, 60-, 90- and 135 cr worth of internships.

#### 6.4.3 Amount of internship applications

The question number seven asked: "*How many internship applications have you send in total?*". The multiple- choice question had five options. The idea behind the question was to compile statistics of how many internship applications do students send depending on the field of study.

Amount of respondents: 487

Amount of applications	Field of study					Graduated (n=1)
	Business and Administration (n=94)	Culture (n=37)	Social Services, Health and Sports (n=163)	Technology, Communication and Transport (n=139)	Tourism, Catering and Domestic Services (n=53)	
0	12,8 %	2,7 %	3,7 %	2,9 %	1,9 %	0,0 %
1-10	69,1 %	78,4 %	69,3 %	51,1 %	92,5 %	0,0 %
11-20	8,5 %	5,4 %	20,2 %	18,0 %	1,9 %	100,0 %
21-30	3,2 %	2,7 %	4,3 %	12,2 %	1,9 %	0,0 %
30+	6,4 %	10,8 %	2,5 %	15,8 %	1,9 %	0,0 %
Total	100 %	100 %	100 %	100 %	100 %	100 %

Table 3. Amount of internship applications

The Table 3 shows that respondents who sent 1 – 10 applications were the majority with 327 (67,1 %) share. The second largest internship applications amount was the 11 – 20 group with 70 (14,4 %) portion. Respondents who placed themselves in the 30 +- group amounted to 37 (7,6 %). Out of the 26 respondents who had not committed any of their internships, 11 were located in the 21 – 30- and 30 +- groups. The result was the first hint of a possible internship acquisition problems of minor portion of students.

#### 6.4.4 Internship availability 1

*"How easy or difficult finding an internship position(s) has been?"*. The question number eight asked respondents' opinions on likert scale. The scale had five options of which the two extremes were 1 'very easy' and 5 'very difficult'. The Table 4 below shows the results of the question.

Amount of respondents: 487

Easiness of internship acquisition	Field of study					
	Business and Administration (n=94)	Culture (n=37)	Social Services, Health and Sports (n=163)	Technology, Communication and Transport (n=139)	Tourism, Catering and Domestic Services (n=53)	Graduated (n=1)
1 very easy	42,6 %	35,1 %	22,7 %	18,0 %	69,8 %	0,0 %
2	23,4 %	27,0 %	28,2 %	22,3 %	15,1 %	0,0 %
3	10,6 %	16,2 %	23,9 %	22,3 %	7,5 %	0,0 %
4	10,6 %	8,1 %	20,9 %	15,8 %	5,7 %	100,0 %
5 very difficult	12,8 %	13,5 %	4,3 %	21,6 %	1,9 %	0,0 %
Total	100 %	100 %	100 %	100 %	100 %	100 %

Table 4. Easiness of internship acquisition

The single most answered option among all respondents was option one 'very easy' with 152 (31,2 %) selections. The second largest was option number two with 117 (24,0 %) responds. Two figures rose clearly above others on Table 4. Nearly 70 % of Tourism, Catering and Domestic Services and nearly 43 % Business and Administration students found acquiring internships 'very easy'. Compared with the previous question a rather surprising result was answers' dispersion in Social Services, Health and Sports. All respondents in that study field had at least some internships done and nearly 70 % of the respondent had send applications between 1 - 10.

In total, 128 (26,3 %) respondents had selected either option 4 or 5 'very difficult'. 37,4 % of Technology, Communication and Transport students found internship acquisition difficult by having chosen either option 4 or 5.

16 respondents of the 26 who had not committed any internships, found internship acquisition difficult with having selected one of the two latter answering options, either 4 or 5.

#### 6.4.5 Internship availability 2

The survey question number nine was the first open question. Due to the nature of the question, answering was optional to answer. The question asked: "*Please describe the reason(s) of why you have not find an internship position.*" The idea was to compare differences between study fields and to discover common factors concerning every field of study. Exact answering rates was not countable due to the nature of the answers. Some of the respondents provided multiple reasons on their responds. A general amount of respondents on each field of study was counted. If a respondent provided at least one clear reasoning to the question, respondent's answer was counted as answered and valid. The results excluded answers where respondents wrote that they had found an internship positions already. Those respondents had not noticed that the question was not mandatory.

##### *Business and Administration*

Business students provided altogether 28 responses. The four most mentioned categories and the amounts of mentions were:

- Lack of working experience 7
- Tough competition among interns 4
- Lack of professional knowledge and skills 4
- Lack of personal connections 3

The rest of the reasons included *poor language skills, visa requirements, poor employers' economic situation, lazyness, employers did not want to hire interns, age* (both advanced and too young), *no paid internships available, employers do not want to hire interns from different cities, applying too late and i don't know what i want to do.*

##### *Culture*

21 respondents answered to the question. The three most popular answers with the amount of respondents were:

- Poor employers' economic situation 4
- Tough competition between interns 3

- Unsuitable moment for internships 3

Other descriptions provided by Culture students included, *unsuitable internships duties, lack of relevant skills taught during studies, poor language skills, poor CV and application writing skills, lazyness, the field of study does not interest me, lack of experience, internship demands from Savonia UAS are excessive and no local internship providers found.*

### *Social Services, Health and Sports*

Based on the answers, rather apparent trends occurred in Social Services, Health and Sports study field regarding difficulties finding an internship. 103 respondents answered the question. The most mentioned problems were related to each other to some extent. On this occasion, seven most frequent reasons stood out which were:

- |   |    |
|---|----|
| • Low amount of internship places             | 31 |
| • Tough competition between interns           | 21 |
| • Online recruiting, Jobstep problems / luck  | 17 |
| • Internships reserved by others              | 16 |
| • Private employers do not hire               | 15 |
| • Local students are favored for internships  | 9  |
| • City of Kuopio does not hire enough interns | 7  |

The rest of the answers included opinions such as *employers never responded, students of Savonia are not preferred elsewhere, lack of guidance regarding internships from Savonia UAS, internship was too short to interest employers, no personal connections, no professional experiences and i do not know why.*

In Social services, Health and Sports the internship acquisitions partly occurs via Jobstep.net- web page. On that service students reserve internship positions based on the quickness and luck. That explains why the problems were interconnected. Vast amount of students try to reserve internships online at the same time which results that some are left without. A proportion of the respondents claimed that there were too many students in Social Services, Health and Sports which causes difficulties in finding internships since the amount of places were limited.

### *Technology, Communication and Transport*

A noticeable trend occurred also among students studying Technology, Communication and Transport. 82 respondents presented the most widespread amount of categories of all the field of studies with 27 different options. The ten most often provided responses were:

• Lack of relevant working experience	39
• Tough competition between interns	18
• Poor employers' economic situation	13
• Lack of connections	10
• Laziness	5
• Lack of language skills	4
• Employers' too high demands	4
• Low amount of internship positions	3
• Wrong background education	3
• Gender	3

The rest of the answers included descriptions such as *poor location of internships, employers do not answer, poor CV and application letter, lack of courage to search actively for an internship, summer is unsuitable period to commit internships, poor education from Savonia UAS, unfitting personality for employers, being foreigner, bad luck and age.*

The most given option *Lack of relevant working experience* sounded troublesome. As the sole purpose of internships is to introduce students to the relevant duties and tasks lack of experience should be expected from students. Technology, Communication and Transport is the second most populated field of study in Finnish Universities of Applied Sciences. Also the field itself is known to have been especially windy and dependent of good economic situations. Those two factors help to explain why the second and the third most popular answers were mentioned.

#### *Tourism, Catering and Domestic Services*

As seen in chapter 5.4.4 in Table 4, respondents of Tourism, Catering and Domestic Services nearly 70 % of the respondents found internships acquisition to be 'very easy'. The result was seen in the results of the first open question. In total, 18 answers were provided. Unlike in the last two field of studies' results, in this case, a clear winning answer did not occur. Three categories received equal amount of mentions. The podium places went for:

- Employers do not want to hire interns 3
- Lack of relevant working experience 3
- Tough competition between interns 3

The remainder of the answers held reasons such as *lack of language skills, unsuitable working hours, unsuitable moment for internships, too short internship therefore employers are not interested and employers did not respond.*

#### 6.4.6 Graduation delay

The question number ten was mandatory with two answering options. The question was: *"Has possible problems in finding an internship delayed your graduation?"* The two answering options were *I have not had difficulty of getting an internship position* and *Yes*. Both Savonia UAS and any given student benefits from the situation where graduation occurs on schedule. The tenth survey question aimed to map the proportion of the students who had postponed their graduation precisely because they had not been able to find internship(s). Of the 487 respondents, in total, 74 (15,2 %) proclaimed that their graduation had delayed due to the inability to acquire at least part of the internships. Chart 2 below presents the results specific to the each field of study.

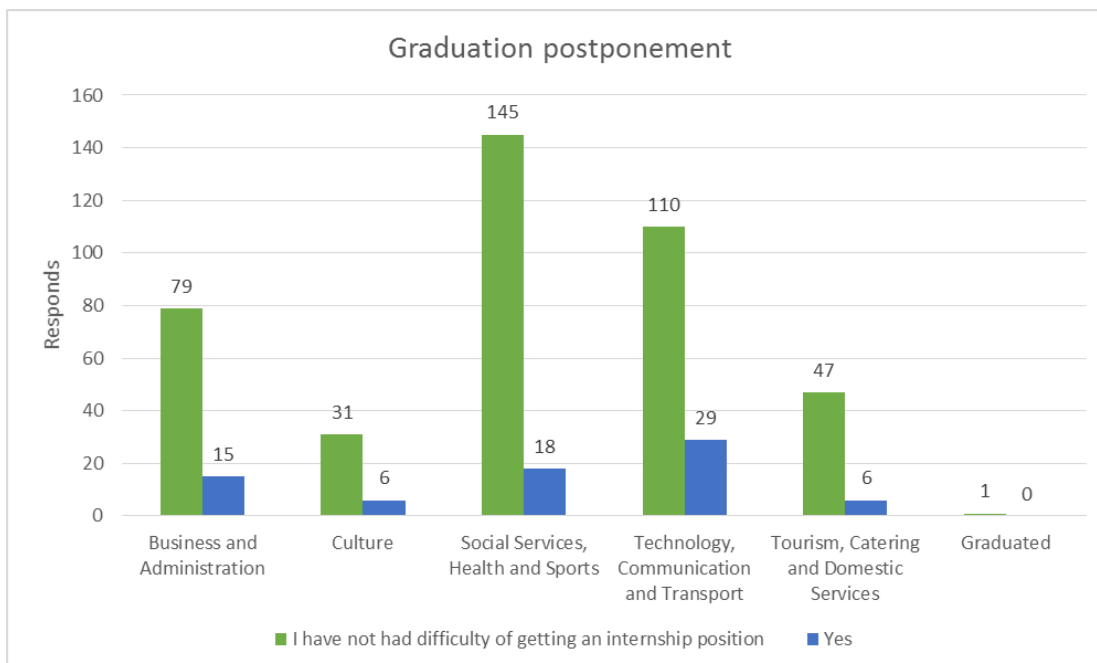


Chart 2. Graduation postponement due to the lack of internship position

The highest amount and share of respondents who answered *Yes* occurred in Technology, Communication and Transport with 29 (20,9 %) answers. The second highest study field- proportional value belonged to Culture with 6 (16,2 %) responds. The third



most graduation postponements with 15 (16,0 %) answers occurred among Business and Administration students. Respondents who studied either Tourism or Social Services, Health and Sports graduation postponement figures stood respectively at 6 (11,3 %) and 18 (11,0 %).

#### 6.4.7 Internship compensation

The second to last question of the survey took a mild stand against the official internship policy. The idea was to fathom how vast proportion of the respondents in various fields of studies would be willing to compensate part of the internships with additional studies. The regulatory issues behind internships are difficult task to be changed if seen rational at all. Therefore, the purpose of this question was to offer statistical information if there would have occurred demand for compensating part of the internships with additional studies among students.

The question number eleven was: *"Would you be willing to compensate part of the internship(s) with additional studies?"*. The two answering options were *Yes* and *No*. Chart 3 below lays respondents' opinions in different fields of studies.

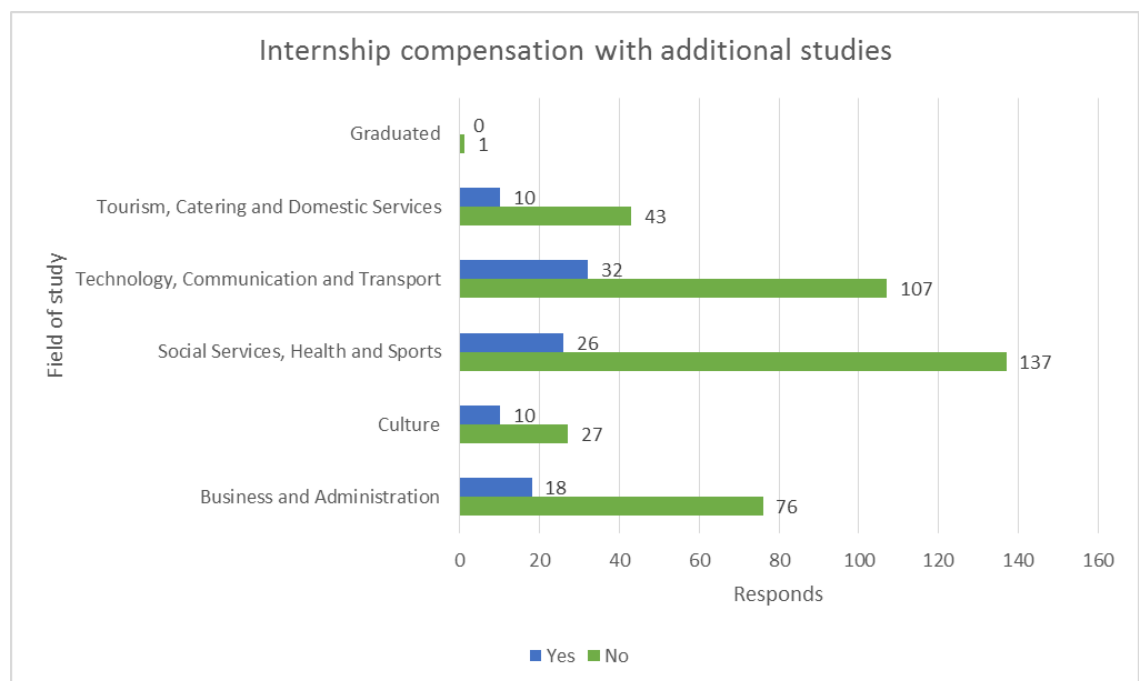


Chart 3. Willingness to compensate part of internships with additional studies

Altogether, 391 (80,3 %) answered *No* and 96 (19,7 %) answered *Yes*. Inside two field of studies the *Yes* answers proportional share passed 20 %. In Culture, 10 (27 %) and in Technology, Communication and Transport 32 (23,0 %) of the respondents showed

their willingness towards internship compensation by answering Yes. The lowest willingness towards the compensation was found in Social Services, Health and Sports, where 26 (16,0 %) respondents answered Yes. Tourism, Catering and Domestic Services together with Business and Administration amounted proportionally close to each other with 10 (18,9 %) and 18 (19,1 %) Yes responses.

#### 6.4.8 Opinions regarding internship(s)

The last question of the survey was the second non-mandatory open question. Though, in this case instead of a question a statement would be more appropriate description. The question/statement was: *"If you would like to leave a comment regarding internships in general, it would be greatly appreciated"*. The thought behind the question was to offer a change for respondents to leave their opinions regarding internships. Additional motive was to collect possible information not thought by the author on previous question. Similar to the first non-mandatory open question, respondent's answer which included relevant information regarding internships or the survey itself was counted to be valid. The amount of respondents who answered the question amounted to 241 (49,5 %). Answers were placed in different categories based on the author's judgement. Respondents provided per average more than one opinion on their answers. Therefore, the results amount to greater than the individual respondents amounts on each study field.

##### *Business and Administration*

In total, 50 Business and Administration students answered to the final question. The two most mentioned individual categories were:

- Internship acquirement method 17
- Positive experiences and attitude 16

The most mentioned category *Internship acquirement method*, included recommendations or experiences of how to acquire an internship. Connections, school projects and work experiences leading to internships were the common methods mentioned by respondents. The second most mentioned category *Positive internship experiences* held experiences gained from internships. On average, students who had positive experiences found that internships had thought them more than the entire time at school. Also, respondents in that category found internships highly important part of the studies. The rest of the answers surrounded various issues. Small proportion of respondents hoped that Savonia UAS would offer more help in internship acquisition. Few

respondents also criticized that commonly internships are unpaid which was seen as a cause for stress.

### *Culture*

Culture students' responds for the last survey question were somewhat homogenous yet truly positive. Among 27 single responds the answer categories were:

- Positive experiences and attitude 17
- Internship acquisition method 11
- Could be more internships 2
- Savonia UAS could aid in internships acquisition 2

The common answer in positive internship experiences – category included description of the vast learning opportunities occurred during internships. Answers in the same category included multiple opinions were internships were seen as the most important part of the studies. Based on the answers, the internship acquisition methods for Culture students were personal - and Savonia UAS' connections combined with study projects leading to internships. For a few respondents one phone call was all that was needed to acquire an internship position. Only one answer described how a part of the internships had been useless from professional growth point of view.

### *Social Services, Health and Sports*

The last question provided four clear winning categories in this field of study. Altogether, 76 responds provided the following categories:

- Positive experiences and attitude 21
- Internship acquisition was easy 18
- Lack of internship positions 17
- Lack of internship positions in Kuopio 16
- Location issues 8
- Savonia UAS could aid in internship acquisition 6
- Jobstep/Jobiili criticism 4
- Jobstep/Jobiili praise 4

*Location issues* and *Lack of positions in Kuopio* together caused a dilemma. First, respondents criticized that in general acquiring internships from other cities than Kuopio was problematic. Respondents claimed that other cities preferred interns studying in local Universities of Applied Sciences. The second part of the dilemma was caused by

the city of Kuopio. Respondents felt that Kuopio does not offer appropriate amount of internship positions leaving students finding internships from private sector or other cities.

Internship acquisition was seen as easy task by 18 respondents. The result indicated that eventually internship position was granted to students though it may not had been the preferred one. The positive reflection also highlights good luck, easiness or fastness with online reserving tools.

The online internship reserve tool Jobstep/Jobiili was seen both effective and easy as well as overcrowded and faulty by equal amount of respondents.

Multiple respondents hoped that the amount of internships would not decline in the future. The rest of the responds gained from one to three mentions in categories such as *internships should be paid, personal troubles in acquiring internships, internship acquisition methods, internship compensation with studies seen as positive idea, too much interships and part of the internships has not met the requirements.*

#### *Technology, Communication and Transport*

The second most responses for the last survey question provided Technology, Communication and Transport students. The overall amount of responses reached 60 (43,2 %). The variety of the answers category followed similar patterns compared with other fields of studies. Answer categories that reached the most mentions were:

- Positive experiences and attitude 18
- Internship acquisition method 13
- Savonia UAS could aid in internship acquisition 8
- Internships should be more 6
- Internship acquisition was easy 5

The internship acquisition methods that were mentioned, included personal- and Savonia UAS' connections, personal activity and school projects leading to internships. In total, four respondents wished that Savonia UAS would aid in getting the last internship position. The reason for such wish was the demand where final thesis is expected to be committed for an actual client company. Therefore, for a minor portion of the Technology, Communication and Transport students who had not found the final internship position, writing the final thesis caused stress and worry.

Respondents who shined positive attitude and/or experiences towards internships used similar language compared to preceding fields of studies' results. Internships had improved respondents' knowledge and skills more than theoretical studies, claimed large portion of the respondents. Also, internships were seen as highly important part of the studies and wishes shouted that respondents did not want to reduce the amount of internships for future students.

The rest of the responses gained from individual to four mentions in categories such as *internships should be executed outside summer months*, *criticism towards employers attitudes towards interns* and *part of the internships should be able to compensate with studies*. Students who wished to move internships from summer to winter and autumn claimed that during summer months competition for open internships was too demanding resulting some students without an internship. Therefore, arrangement where a portion of the students would be able to intern while other are studying vice versa were mentioned on few occasions.

#### *Tourism, Catering and Domestic Services*

Of all the five fields of study, Tourism, Catering and Domestic Services' respondents last survey question opinions were the most similar ones. Majority of the answers provided by 28 (52,8 %) respondents belonged to three categories:

- Internship acquisition was easy 13
- Positive experiences and/or attitude 6
- Internship acquisition method 5

The general opinion claimed that receiving an internships had been truly easy. The arguments for easiness included that multitude of open internship positions exists all over Finland and abroad. Respondents with positive attitude and experiences towards internships wrote how internships had provided them with wide range of learning opportunities and skills that theoretical studies had been unable to match. Alternative answer categories such as *Savonia UAS could aid in internship acquisition* and *internship compensation with studies should be possible* received individual mentions.

#### 6.4.9 Conclusive results

To form a conclusive result to the main research questions, the author saw best to use a three- point criteria. In order to respect respondents' privacy and traceability, a comp-

lete in-depth results were not possible to be shown in the following analysis. The criterias behind the group with difficulties in intership acquisition was based on three survey questions. Those questions and the used classifications were:

1. Question number seven: "*How many internship applications have you send in total?*". Selected answers had one of the options of 11 – 20, 21 -30 or 30+.
2. Question number eight: "*How easy or difficult finding an internship position(s) has been?*". Selected answers had options four (4) or five (5).
3. Question number ten: "*Has possible problems in finding an internship delayed your graduation?*". The accepted answers were Yes.

Criteria presented above produced altogether 44 (9,0 %) respondents who have had problems in internship acquisition. Therefore, the rest of the respondents, in total, 443 (91,0 %) was seen not having faced problems in internship acquisition. The 44 respondents with difficulties included also those who had already committed all their internships but had acquisition difficulties during their studies.

Respondents' amounts and shares related to field of studies who had difficulties in internship acquisition were:

- |   |             |
|---|-------------|
| • Business and Administration             | 8 (8,5 %)   |
| • Culture                                 | 4 (10,8 %)  |
| • Social Services, Health and Sports      | 8 (4,9 %)   |
| • Technology, Communication and Transport | 21 (15,1 %) |
| • Tourism, Catering and Domestic Services | 3 (5,7 %)   |

With the exeption of two individuals, the rest of the group members were at least third year students. Five members of the group represented other countries than Finland. 11 members had not committed any of the internships by the time of the survey. In total, 15 members had send more than 30 internship applications. Out of the 44 respondents, 37 answered at least one of the non- mandatory open questions describing their difficulties in wordly manner.

As a conclusion, Savonia UAS supplies products, in this case students that meet the demand of an early entrance level positions in other words internships truly well. Difficulties finding internships seemed unfortunately to piled up to a small portion of students. The final 44 could be counted down to concider those who are still missing all of their internships and had send more than 30 applications.

## 6.5 Reliability and validity

For an academic research to possess any valuable function, validity and reliability issues ought to be in order. Two standard means to measure such values exist, which are *reliability* and *validity*. Both means are used to evaluate chosen research method and the results. (Hiltunen 2009.)

Validity, from the research strategy and method point of view stands for how accordingly the selected research method measures the expectations set for the research. (Hiltunen 2009.)

The second evaluation standard, reliability, evaluates how well is the research and its results repeatable. Reliability evaluates how trustworthy the selected research strategy and method are. (Hiltunen 2009.)

The validity and reliability of the research executed for this thesis relied on few key points. First, the chosen research strategy and method were seen best suitable to be quantitative online survey due to the vast amount of targeted respondents. Secondly, the questions included in the survey underwent thorough evaluation of two persons, the author and the thesis supervisor. Though, a minor error occurred regarding the survey. After the author had formed principal survey form and its questions, the thesis supervisor evaluated the survey and provided few alterations and suggestions. Based on the recommendations, the author finalized the survey. At this point, the author, due to his enthusiasm and misunderstanding, sent the survey to the target groups. Therefore, the final survey form was not seen by the thesis supervisor before the survey was sent to the target groups.

During the analysis phase of the survey, the author noticed a minor overlapping in one of the survey question's answering options. Question number six "*How much of your internships have you done?*" held two answering options that were overlapping. Answering options *All* and *20 – 30 cr* could mean the same amount in the field of studies where required amount of internships is 30 cr. Though, the overlap was not major enough to have resulted in distortion of the final results.

## 7 CONCLUSIONS AND DISCUSSION

The thesis topic was chosen due to the author's own difficulties in finding the three month, in-depth internship position. As a result, the author's original plan to graduate was delayed. The experience left the author to wonder how is the situation with other students in various fields of studies.

Mainstream media has reported few cases involving lack of UAS internships over the last decade. The news included for example a case from spring 2017 where individual student had applied for more than 60 internships with negative results.

For this thesis, author committed an internship policy example regarding Finnish embassies abroad. According to two calculations, Finnish embassies' interns are approximately 75 % females. Finnish officials hoped few years earlier to gain amount of Finnish men as ambassadors. The quick research was aimed to discover if the official hope can be seen at the entry- level recruiting, in internship policy.

The scope and requirements for internships in five different fields of studies varies to some extent. In Business and Administration, Technology, Communication and Transport, and Tourism, Catering and Domestic Services the scope of the internships is 30 cr. In Culture, and Social Services, Health and Sports the scope varies greatly. For example, in Midwife- programme the scope of internships is 130 cr. In Culture, students carry out "part-time internships" as the form of individual pedagogical sessions between theoretical studies. In general, Finnish Ministry of Education and Culture dictates the demands for internships in Finnish Universities of Applied Sciences with seven points of law. Social Services, Health and Sports is also regulated by Finnish Ministry of Social Affairs and Health with the whole set of regulations.

In order to find answers to the research problem, the main research strategy and method were chosen to be quantitative online survey. The survey held 12 questions of which two were non- mandatory open type questions. The survey was send to students studying at least their third academic year. The targeted groups included five different fields of studies held in the city of Kuopio. The only field of study excluded from the survey was Natural Sciences since the studies are arranged outside Kuopio. The survey was send to 2 285 students and was open for two weeks.

The survey received 487 answers resulting to answer rate of 21,3 %. The largest group of answers came from Social Services, Health and Sports- students with 163 (33,5 %)



responds. The second and third most answers were provided by Technology, Communication and Transport with 139 (28,5 %) and Business and Administration with 94 (19,3 %) responds. Respondents represented in total, 11 nationalities.

As the final result to the survey, 44 (9,0 %) individuals had difficulties in internship acquisitions. The finding was based on three survey questions. Noteworthy detail regarding the 44 individuals was the fact that all of them claimed to have suffered from graduation delay due to difficulties in finding internships. 15 (34,1 %) of the 44 were Technology, Communication and Transport- students. The 44 represented all of the five fields of studies arranged in Kuopio.

The survey results could be used in two types of further researches. First, the next research could consist of qualitative interviews among the students with internship acquisition difficulties. Secondly, a wider quantitative research involving, for example, five Universities of Applied Sciences located around Finland could provide information regarding the whole country.

Savonia UAS could create a program together with companies to help students internship acquisition. In the program, companies would begin co-operation from the first year studies on with students willing to commit internships for them. By such means, both students and companies involved in the program would gain knowledge over each other during the studies resulting in more advantageous internships. Part of the joint operations would be perhaps already be accepted at least as the first internship.

As a personal note, the author gained answers he required regarding the research problem. The thesis process deepened the author's competence in following areas. To begin with, the author improved his skills in finding and using relevant theoretical background information. More importantly, the author improved his competence in planning, executing, and analysing of an online survey that includes large amount of target respondents. The process was not without bumps and mistakes, though the author feels rather satisfied with the final thesis. Especially, the planning phase of the survey turned out to be the single most crucial feature of successful survey requiring more focus than the author expected. That phase left much room to improve for future endeavours of the author. The vast amount and scope of answers that the two non-mandatory open questions received excited and surprised the author the most during the thesis process.

As the final note, the author wishes to to send a special thank you to Student Services & Mobility Affairs- office of Savonia UAS' Microcatu campus for their help during the survey execution phase.

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## APPENDICES

## APPENDIX 1: Amounts of interns at Finnish embassies

Country	City	Women 9.9.2017	Men 9.9.2017	Total 9.9.2017	Women 2.11.2017	Men 2.11.2017	Total 2.11.2017
Afghanistan	Kabul	0	0	0	0	0	0
<a href="http://www.finland.org.af/public/default.aspx?nodeid=38582&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.af/public/default.aspx?nodeid=38582&amp;contentlan=2&amp;culture=en-US</a>							
Netherlands	Haag	0	1	1	0	1	1
<a href="http://www.finlande.nl/public/default.aspx?nodeid=35982&amp;contentlan=2&amp;culture=en-US">http://www.finlande.nl/public/default.aspx?nodeid=35982&amp;contentlan=2&amp;culture=en-US</a>							
Algeria	Alger	0	0	0	0	0	0
<a href="http://www.finlandalgeria.org/public/default.aspx?nodeid=44317&amp;contentlan=1&amp;culture=fi-FI">http://www.finlandalgeria.org/public/default.aspx?nodeid=44317&amp;contentlan=1&amp;culture=fi-FI</a>							
United Arab Emirates	Abu Dhabi	0	0	0	1	0	1
<a href="http://www.finland.ae/public/default.aspx?nodeid=37564&amp;contentlan=2&amp;culture=en-US">http://www.finland.ae/public/default.aspx?nodeid=37564&amp;contentlan=2&amp;culture=en-US</a>							
Argentina	Buenos Aires	0	1	1	0	1	1
<a href="http://www.finlandia.org.ar/public/default.aspx?nodeid=39860&amp;contentlan=1&amp;culture=fi-FI">http://www.finlandia.org.ar/public/default.aspx?nodeid=39860&amp;contentlan=1&amp;culture=fi-FI</a>							
Australia	Canberra	2	0	2	1	0	1
<a href="http://www.finland.org.au/public/default.aspx?nodeid=37300&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.au/public/default.aspx?nodeid=37300&amp;contentlan=2&amp;culture=en-US</a>							
Belgium	Bryssels	0	0	0	1	0	1
<a href="http://www.finlande.be/public/default.aspx?nodeid=37455&amp;contentlan=1&amp;culture=fi-FI">http://www.finlande.be/public/default.aspx?nodeid=37455&amp;contentlan=1&amp;culture=fi-FI</a>							
Brasilia	Brazilia	1	0	1	1	0	1
<a href="http://www.finlandia.org.br/public/default.aspx?nodeid=36450&amp;contentlan=1&amp;culture=fi-FI">http://www.finlandia.org.br/public/default.aspx?nodeid=36450&amp;contentlan=1&amp;culture=fi-FI</a>							
Bulgaria	Sofia	0	0	0	1	0	1
<a href="http://www.finland.bg/public/default.aspx?nodeid=34816&amp;contentlan=2&amp;culture=en-US">http://www.finland.bg/public/default.aspx?nodeid=34816&amp;contentlan=2&amp;culture=en-US</a>							
Chile	Santiago de Chile	0	1	1	0	1	1
<a href="http://www.finland.cl/public/default.aspx?nodeid=36957&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.cl/public/default.aspx?nodeid=36957&amp;contentlan=1&amp;culture=fi-FI</a>							
Egypt	Cairo	0	0	0	0	0	0
<a href="http://www.finland.org.eg/public/default.aspx?nodeid=38390&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.eg/public/default.aspx?nodeid=38390&amp;contentlan=2&amp;culture=en-US</a>							
Spain	Madrid	1	1	2	0	2	2
<a href="http://www.finlandia.es/public/default.aspx?nodeid=37166&amp;contentlan=1&amp;culture=fi-FI">http://www.finlandia.es/public/default.aspx?nodeid=37166&amp;contentlan=1&amp;culture=fi-FI</a>							
South Africa	Pretoria	0	0	0	0	1	1
<a href="http://www.finland.org.za/public/default.aspx?nodeid=36365&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.za/public/default.aspx?nodeid=36365&amp;contentlan=2&amp;culture=en-US</a>							
Ethiopia	Addis Abeba	0	0	0	0	0	0
<a href="http://www.finland.org.et/public/default.aspx?nodeid=31708&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.et/public/default.aspx?nodeid=31708&amp;contentlan=2&amp;culture=en-US</a>							
Philippines	Manila	0	0	0	0	0	0
<a href="http://www.finland.ph/public/default.aspx?nodeid=36905&amp;contentlan=2&amp;culture=en-US">http://www.finland.ph/public/default.aspx?nodeid=36905&amp;contentlan=2&amp;culture=en-US</a>							
Indonesia	Jakarta	0	0	0	0	0	0
<a href="http://www.finland.or.id/public/default.aspx?nodeid=35268&amp;contentlan=2&amp;culture=en-US">http://www.finland.or.id/public/default.aspx?nodeid=35268&amp;contentlan=2&amp;culture=en-US</a>							
India	New Delhi	0	0	0	0	0	0
<a href="http://www.finland.org.in/public/default.aspx?nodeid=34952&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.in/public/default.aspx?nodeid=34952&amp;contentlan=2&amp;culture=en-US</a>							
Iran	Tehran	0	0	0	0	0	0
<a href="http://www.finland.org.ir/public/default.aspx?nodeid=39986&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.ir/public/default.aspx?nodeid=39986&amp;contentlan=2&amp;culture=en-US</a>							
Ireland	Dublin	0	1	1	0	1	1
<a href="http://www.finland.ie/public/default.aspx?nodeid=37501&amp;contentlan=2&amp;culture=en-GB">http://www.finland.ie/public/default.aspx?nodeid=37501&amp;contentlan=2&amp;culture=en-GB</a>							
Island	Reykjavik	0	0	0	0	0	0
<a href="http://www.finland.is/public/default.aspx?nodeid=40239&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.is/public/default.aspx?nodeid=40239&amp;contentlan=1&amp;culture=fi-FI</a>							
United Kingdom of Great Britain	London	0	1	1	0	0	0
<a href="http://www.finemb.org.uk/public/default.aspx?nodeid=35872&amp;contentlan=2&amp;culture=en-GB">http://www.finemb.org.uk/public/default.aspx?nodeid=35872&amp;contentlan=2&amp;culture=en-GB</a>							
Israel	Tel Aviv	0	1	1	1	0	1
<a href="http://www.finland.org.il/public/default.aspx?nodeid=38718&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.il/public/default.aspx?nodeid=38718&amp;contentlan=2&amp;culture=en-US</a>							
Italia	Rome	1	0	1	2	0	2
<a href="http://www.finland.it/public/default.aspx?nodeid=40260&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.it/public/default.aspx?nodeid=40260&amp;contentlan=1&amp;culture=fi-FI</a>							

Country	City	Women	Men	Total	Women	Men	Total
		9.9.2017	9.9.2017	9.9.2017	2.11.2017	2.11.2017	2.11.2017
Austria	Wien	1	0	1	1	1	2
<a href="http://www.finnland.at/public/default.aspx?nodeid=37267&amp;contentlan=1&amp;culture=fi-FI">http://www.finnland.at/public/default.aspx?nodeid=37267&amp;contentlan=1&amp;culture=fi-FI</a>							
Japan	Tokyo	0	1	1	0	1	1
<a href="http://www.finland.or.jp/public/default.aspx?nodeid=41268&amp;contentlan=2&amp;culture=en-US">http://www.finland.or.jp/public/default.aspx?nodeid=41268&amp;contentlan=2&amp;culture=en-US</a>							
Canada	Ottawa	0	0	0	0	0	0
<a href="http://www.finland.ca/public/default.aspx?nodeid=41222&amp;contentlan=2&amp;culture=en-US">http://www.finland.ca/public/default.aspx?nodeid=41222&amp;contentlan=2&amp;culture=en-US</a>							
Kazakhstan	Astana	1	0	1	1	1	2
<a href="http://www.finland.org.kz/public/default.aspx?nodeid=42523&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.org.kz/public/default.aspx?nodeid=42523&amp;contentlan=1&amp;culture=fi-FI</a>							
Kenya	Nairobi	0	0	0	0	0	0
<a href="http://www.finland.or.ke/public/default.aspx?nodeid=32190&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.or.ke/public/default.aspx?nodeid=32190&amp;contentlan=1&amp;culture=fi-FI</a>							
China	Beijing	0	1	1	0	1	1
<a href="http://www.finland.cn/public/default.aspx?nodeid=35215&amp;contentlan=2&amp;culture=en-US">http://www.finland.cn/public/default.aspx?nodeid=35215&amp;contentlan=2&amp;culture=en-US</a>							
Hong Kong	Macao	1	0	1	1	0	1
<a href="http://www.finland.org.hk/public/default.aspx?nodeid=35235&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.hk/public/default.aspx?nodeid=35235&amp;contentlan=2&amp;culture=en-US</a>							
Republic of Korea	Seoul	1	0	1	1	0	1
<a href="http://www.finland.or.kr/public/default.aspx?nodeid=35173&amp;contentlan=2&amp;culture=en-GB">http://www.finland.or.kr/public/default.aspx?nodeid=35173&amp;contentlan=2&amp;culture=en-GB</a>							
Kosovo	Pristina	1	0	1	1	0	1
<a href="http://www.finlandkosovo.org/public/default.aspx?nodeid=42597&amp;contentlan=2&amp;culture=en-US">http://www.finlandkosovo.org/public/default.aspx?nodeid=42597&amp;contentlan=2&amp;culture=en-US</a>							
Greece	Athens	1	0	1	0	1	1
<a href="http://www.finland.gr/public/default.aspx?nodeid=32251&amp;contentlan=2&amp;culture=en-US">http://www.finland.gr/public/default.aspx?nodeid=32251&amp;contentlan=2&amp;culture=en-US</a>							
Croatia	Zagreb	0	0	0	1	0	1
<a href="http://www.finland.hr/public/default.aspx?nodeid=41111&amp;contentlan=2&amp;culture=en-US">http://www.finland.hr/public/default.aspx?nodeid=41111&amp;contentlan=2&amp;culture=en-US</a>							
Cyprus	Nikosia	0	1	1	0	1	1
<a href="http://www.finland.org.cy/public/default.aspx?nodeid=32219&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.cy/public/default.aspx?nodeid=32219&amp;contentlan=2&amp;culture=en-US</a>							
Latvia	Riga	1	0	1	1	0	1
<a href="http://www.finland.lv/public/default.aspx?nodeid=38449&amp;contentlan=2&amp;culture=en-US">http://www.finland.lv/public/default.aspx?nodeid=38449&amp;contentlan=2&amp;culture=en-US</a>							
Lebanon	Beirut	0	0	0	0	0	0
<a href="http://www.finland.org.lb/public/default.aspx?nodeid=41662&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.lb/public/default.aspx?nodeid=41662&amp;contentlan=2&amp;culture=en-US</a>							
Lithuania	Vilnius	0	0	0	0	0	0
<a href="http://www.finland.lt/public/default.aspx?nodeid=38414&amp;contentlan=2&amp;culture=en-US">http://www.finland.lt/public/default.aspx?nodeid=38414&amp;contentlan=2&amp;culture=en-US</a>							
Malaysia	Kuala Lumpur	1	0	1	1	0	1
<a href="http://www.finland.org.my/public/default.aspx?nodeid=38535&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.my/public/default.aspx?nodeid=38535&amp;contentlan=2&amp;culture=en-US</a>							
Morocco	Rabat	1	0	1	1	0	1
<a href="http://www.finlande.ma/public/default.aspx?nodeid=37997&amp;contentlan=1&amp;culture=fi-FI">http://www.finlande.ma/public/default.aspx?nodeid=37997&amp;contentlan=1&amp;culture=fi-FI</a>							
Mexico	Mexico	0	1	1	0	1	1
<a href="http://www.finlandia.org.mx/public/default.aspx?nodeid=32129&amp;contentlan=1&amp;culture=fi-FI">http://www.finlandia.org.mx/public/default.aspx?nodeid=32129&amp;contentlan=1&amp;culture=fi-FI</a>							
Mozambique	Maputo	0	0	0	0	0	0
<a href="http://www.finland.org.mz/public/default.aspx?nodeid=41179&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.org.mz/public/default.aspx?nodeid=41179&amp;contentlan=1&amp;culture=fi-FI</a>							
Myanmar	Yangon	0	0	0	0	0	0
<a href="http://www.finland.or.th/public/default.aspx?nodeid=48701&amp;palstalan=1&amp;culture=fi-FI">http://www.finland.or.th/public/default.aspx?nodeid=48701&amp;palstalan=1&amp;culture=fi-FI</a>							
Namibia	Windhoek	1	0	1	1	0	1
<a href="http://www.finland.org.na/public/default.aspx?nodeid=41089&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.na/public/default.aspx?nodeid=41089&amp;contentlan=2&amp;culture=en-US</a>							
Nepal	Kathmandu	1	0	1	1	0	1
<a href="http://www.finland.org.np/public/default.aspx?nodeid=35133&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.np/public/default.aspx?nodeid=35133&amp;contentlan=2&amp;culture=en-US</a>							
Nigeria	Abuja	0	0	0	0	0	0
<a href="http://www.finlandnigeria.org/public/default.aspx?nodeid=31453&amp;contentlan=2&amp;culture=en-US">http://www.finlandnigeria.org/public/default.aspx?nodeid=31453&amp;contentlan=2&amp;culture=en-US</a>							
Norway	Oslo	2	0	2	2	0	2
<a href="http://www.finland.no/public/default.aspx?nodeid=39612&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.no/public/default.aspx?nodeid=39612&amp;contentlan=1&amp;culture=fi-FI</a>							

Country	City	Women 9.9.2017	Men 9.9.2017	Total 9.9.2017	Women 2.11.2017	Men 2.11.2017	Total 2.11.2017
Palestinian territory	Ramallah	0	0	0	0	0	0
	<a href="http://www.finland.ps/public/default.aspx?nodeid=39741&amp;contentlan=2&amp;culture=en-US">http://www.finland.ps/public/default.aspx?nodeid=39741&amp;contentlan=2&amp;culture=en-US</a>						
Peru	Lima	1	0	1	1	0	1
	<a href="http://www.finlandia.org.pe/public/default.aspx?nodeid=38099&amp;contentlan=1&amp;culture=fi-FI">http://www.finlandia.org.pe/public/default.aspx?nodeid=38099&amp;contentlan=1&amp;culture=fi-FI</a>						
Portugal	Lisbon	0	0	0	1	0	1
	<a href="http://www.finlandia.org.pt/public/default.aspx?nodeid=40765&amp;contentlan=1&amp;culture=fi-FI">http://www.finlandia.org.pt/public/default.aspx?nodeid=40765&amp;contentlan=1&amp;culture=fi-FI</a>						
Poland	Warsaw	0	0	0	1	0	1
	<a href="http://www.finland.pl/public/default.aspx?nodeid=40942&amp;contentlan=2&amp;culture=en-US">http://www.finland.pl/public/default.aspx?nodeid=40942&amp;contentlan=2&amp;culture=en-US</a>						
France	Paris	2	0	2	3	1	4
	<a href="http://www.finlande.fr/public/default.aspx?nodeid=32243&amp;contentlan=1&amp;culture=fi-FI">http://www.finlande.fr/public/default.aspx?nodeid=32243&amp;contentlan=1&amp;culture=fi-FI</a>						
Romania	Bucharest	0	0	0	0	0	0
	<a href="http://www.finland.ro/public/default.aspx?nodeid=38141&amp;contentlan=2&amp;culture=en-US">http://www.finland.ro/public/default.aspx?nodeid=38141&amp;contentlan=2&amp;culture=en-US</a>						
Sweden	Stockholm, Gothenburg	3	1	4	3	0	3
	<a href="http://www.finland.se/public/default.aspx?nodeid=36160&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.se/public/default.aspx?nodeid=36160&amp;contentlan=1&amp;culture=fi-FI</a>						
Germany	Berlin	0	0	0	0	0	0
	<a href="http://www.finnland.de/public/default.aspx?nodeid=37124&amp;contentlan=1&amp;culture=fi-FI">http://www.finnland.de/public/default.aspx?nodeid=37124&amp;contentlan=1&amp;culture=fi-FI</a>						
Zambia	Lusaka	1	0	1	1	0	1
	<a href="http://www.finland.org.zm/public/default.aspx?nodeid=31537&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.zm/public/default.aspx?nodeid=31537&amp;contentlan=2&amp;culture=en-US</a>						
Saudi Arabia	Riyadh	0	0	0	0	1	1
	<a href="http://www.finland.org.sa/public/default.aspx?nodeid=40868&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.sa/public/default.aspx?nodeid=40868&amp;contentlan=2&amp;culture=en-US</a>						
Serbia	Belgrad	1	0	1	1	0	1
	<a href="http://www.finska.co.rs/public/default.aspx?nodeid=38039&amp;contentlan=2&amp;culture=en-US">http://www.finska.co.rs/public/default.aspx?nodeid=38039&amp;contentlan=2&amp;culture=en-US</a>						
Singapore	Singapore	1	0	1	1	0	1
	<a href="http://www.finland.org.sg/public/default.aspx?nodeid=31595&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.sg/public/default.aspx?nodeid=31595&amp;contentlan=2&amp;culture=en-US</a>						
Switzerland	Bern	0	1	1	0	1	1
	<a href="http://www.finlandia.ch/public/default.aspx?nodeid=38813&amp;contentlan=1&amp;culture=fi-FI">http://www.finlandia.ch/public/default.aspx?nodeid=38813&amp;contentlan=1&amp;culture=fi-FI</a>						
Tanzania	Dar Es Salaam	1	0	1	0	0	0
	<a href="http://www.finland.or.tz/public/default.aspx?nodeid=31679&amp;contentlan=2&amp;culture=en-US">http://www.finland.or.tz/public/default.aspx?nodeid=31679&amp;contentlan=2&amp;culture=en-US</a>						
Denmark	Copenhagen	1	0	1	2	0	2
	<a href="http://www.finland.dk/public/default.aspx?nodeid=35944&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.dk/public/default.aspx?nodeid=35944&amp;contentlan=1&amp;culture=fi-FI</a>						
Thailand	Bangkok	0	0	0	0	0	0
	<a href="http://www.finland.or.th/public/default.aspx?nodeid=35140&amp;contentlan=2&amp;culture=en-US">http://www.finland.or.th/public/default.aspx?nodeid=35140&amp;contentlan=2&amp;culture=en-US</a>						
The Czech Republic	Prague	1	0	1	1	0	1
	<a href="http://www.finland.cz/public/default.aspx?nodeid=31408&amp;contentlan=2&amp;culture=en-US">http://www.finland.cz/public/default.aspx?nodeid=31408&amp;contentlan=2&amp;culture=en-US</a>						
Tunisia	Tunis	0	0	0	0	0	0
	<a href="http://www.finlandtunis.org/public/default.aspx?nodeid=31777&amp;contentlan=2&amp;culture=en-US">http://www.finlandtunis.org/public/default.aspx?nodeid=31777&amp;contentlan=2&amp;culture=en-US</a>						
Turkey	Ankara	1	0	1	1	0	1
	<a href="http://www.finland.org.tr/public/default.aspx?nodeid=37348&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.tr/public/default.aspx?nodeid=37348&amp;contentlan=2&amp;culture=en-US</a>						
Ukraine	Kiev	0	0	0	0	0	0
	<a href="http://www.finland.org.ua/public/default.aspx?nodeid=31736&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.org.ua/public/default.aspx?nodeid=31736&amp;contentlan=1&amp;culture=fi-FI</a>						
Hungary	Budapest	0	0	0	0	0	0
	<a href="http://www.finland.hu/public/default.aspx?nodeid=39354&amp;contentlan=2&amp;culture=en-US">http://www.finland.hu/public/default.aspx?nodeid=39354&amp;contentlan=2&amp;culture=en-US</a>						
Belarus	Minsk	0	0	0	0	0	0
	<a href="http://www.finland.lt/public/default.aspx?nodeid=38414&amp;contentlan=2&amp;culture=en-US">http://www.finland.lt/public/default.aspx?nodeid=38414&amp;contentlan=2&amp;culture=en-US</a>						



Country	City	Women 9.9.2017	Men 9.9.2017	Total 9.9.2017	Women 2.11.2017	Men 2.11.2017	Total 2.11.2017
Russia	Moscow	0	0	0	0	0	0
<a href="http://www.finland.org.ru/public/default.aspx?contentid=330037&amp;nodeid=37019&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.org.ru/public/default.aspx?contentid=330037&amp;nodeid=37019&amp;contentlan=1&amp;culture=fi-FI</a>							
	Saint Petersburg (consulate general)	0	0	0	0	0	0
<a href="http://www.finland.org.ru/public/default.aspx?contentid=329730&amp;nodeid=37019&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.org.ru/public/default.aspx?contentid=329730&amp;nodeid=37019&amp;contentlan=1&amp;culture=fi-FI</a>							
	Murmansk	1	0	1	0	0	0
<a href="http://www.finland.org.ru/public/default.aspx?contentid=329600&amp;nodeid=37019&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.org.ru/public/default.aspx?contentid=329600&amp;nodeid=37019&amp;contentlan=1&amp;culture=fi-FI</a>							
	Petrozavodsk	0	0	0	0	0	0
<a href="http://www.finland.org.ru/public/default.aspx?nodeid=40136&amp;contentlan=1&amp;culture=fi-FI">http://www.finland.org.ru/public/default.aspx?nodeid=40136&amp;contentlan=1&amp;culture=fi-FI</a>							
Vietnam	Hanoi	0	0	0	1	0	1
<a href="http://www.finland.org.vn/public/default.aspx?nodeid=35333&amp;contentlan=2&amp;culture=en-US">http://www.finland.org.vn/public/default.aspx?nodeid=35333&amp;contentlan=2&amp;culture=en-US</a>							
Estonia	Tallinn	2	0	2	1	0	1
<a href="http://www.finland.ee/public/default.aspx?nodeid=40643&amp;contentlan=2&amp;culture=en-US">http://www.finland.ee/public/default.aspx?nodeid=40643&amp;contentlan=2&amp;culture=en-US</a>							
The United States of America	Washington D.C	2	2	4	4	2	6
<a href="http://www.finland.org/public/default.aspx?nodeid=41004&amp;contentlan=2&amp;culture=en-US">http://www.finland.org/public/default.aspx?nodeid=41004&amp;contentlan=2&amp;culture=en-US</a>							
	New York (consulate general)	2	0	2	3	0	3
<a href="http://www.finland.org/public/default.aspx?nodeid=41005&amp;contentlan=2&amp;culture=en-US">http://www.finland.org/public/default.aspx?nodeid=41005&amp;contentlan=2&amp;culture=en-US</a>							
	Los Angeles (consulate general)	2	0	2	1	0	1
<a href="http://www.finland.org/public/default.aspx?nodeid=41006&amp;contentlan=2&amp;culture=en-US">http://www.finland.org/public/default.aspx?nodeid=41006&amp;contentlan=2&amp;culture=en-US</a>							
	Permanent Mission of the United Nations	0	0	0	0	0	0
<a href="http://www.finland.org/public/default.aspx?nodeid=41096&amp;contentlan=2&amp;culture=en-US">http://www.finland.org/public/default.aspx?nodeid=41096&amp;contentlan=2&amp;culture=en-US</a>							
	Strassbourg (Permanent representation to the Council of Europe)	0	1	1	1	1	2
<a href="http://www.finlandcoe.fr/public/default.aspx?nodeid=32039&amp;contentlan=2&amp;culture=en-US">http://www.finlandcoe.fr/public/default.aspx?nodeid=32039&amp;contentlan=2&amp;culture=en-US</a>							
	Brussels (Permanent Representation of Finland to the EU)	3	0	3	4	0	4
<a href="http://www.finland.eu/public/default.aspx?nodeid=35759&amp;contentlan=2&amp;culture=en-US">http://www.finland.eu/public/default.aspx?nodeid=35759&amp;contentlan=2&amp;culture=en-US</a>							
	Paris (Permanent delegation of Finland to the OECD and UNESCO)	1	0	1	3	0	3
<a href="http://www.finlandoecd.org/public/default.aspx?nodeid=34702&amp;contentlan=2&amp;culture=en-US">http://www.finlandoecd.org/public/default.aspx?nodeid=34702&amp;contentlan=2&amp;culture=en-US</a>							
	Geneva (Permanent mission of Finland)	3	0	3	3	1	4
<a href="http://www.finlandmission.ch/public/default.aspx?nodeid=35481&amp;contentlan=2&amp;culture=en-US">http://www.finlandmission.ch/public/default.aspx?nodeid=35481&amp;contentlan=2&amp;culture=en-US</a>							
	Bryssel (Mission of Finland to NATO)	0	0	0	1	0	1
<a href="http://www.finlandnato.org/public/default.aspx?nodeid=31561&amp;contentlan=2&amp;culture=en-US">http://www.finlandnato.org/public/default.aspx?nodeid=31561&amp;contentlan=2&amp;culture=en-US</a>							
		47	16	63	59	21	80
		75 %	25 %	100 %	74 %	26 %	100 %

## Appendix 2: Survey, English version

### Internship survey

This is a survey concerning Savonia UAS students of how easy or difficult finding an internship position is. The purpose of this survey is to gather information to be used in an International Business final thesis.

\*Required

Gender \*

- ☐ Female
- ☐ Male
- ☐ Prefer not to say

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### Internship survey

\*Required

Age

How old are you? \*

- ☐ 18 - 24
- ☐ 25 - 34
- ☐ 35 - 44
- ☐ 45 - 54
- ☐ 55 - 64
- ☐ 65 or older

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### Internship survey

\*Required

What is your nationality?

\*

- ☐ Finland
- ☐ China
- ☐ Estonia
- ☐ Germany
- ☐ Kenya
- ☐ Mexico
- ☐ Netherlands
- ☐ Russia
- ☐ Sweden
- ☐ Ukraine
- ☐ Vietnam
- ☐ Other: \_\_\_\_\_

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## Internship survey

\*Required

### Field of study

What do you study? \*

- ☐ Mechanical Engineering
- ☐ Business Administration
- ☐ Information Technology
- ☐ Nursing
- ☐ Other: \_\_\_\_\_

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## Internship survey

\*Required

### Academic year

What grade are you in? \*

- ☐ 2nd year
- ☐ 3rd year
- ☐ 4th year
- ☐ 5th+ year

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## Internship survey

\*Required

### Internship

How much of your internships have you done? \*

- ☐ All
- ☐ None
- ☐ 5 - 15 cr
- ☐ 20 - 30 cr
- ☐ 35 - 45 cr
- ☐ +50 cr
- ☐ Other: \_\_\_\_\_

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## Internship survey

\*Required

### Amount of internship applications

How many internship applications have you send in total? \*

- ☐ 0
- ☐ 1- 10
- ☐ 11 - 20
- ☐ 21 - 30
- ☐ +30

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## Internship survey

\*Required

### Internship availability (1/2)

How easy or difficult finding an internship position(s) has been? \*

	1	2	3	4	5	
Very easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very difficult

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## Internship survey

### Internship availability (2/2)

Answering is optional

Please describe the reason(s) of why you have not find an internship position.

Your answer

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## Internship survey

\*Required

### Graduation delay

Has possible problems in finding an internship delayed your graduation? \*

- ☐ I have not had difficulty of getting an internship position
- ☐ Yes

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## Internship survey

\*Required

### Internship compensation

Would you be willing to compensate part of the internship(s) with additional studies? \*

- ☐ No
- ☐ Yes

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## Internship survey

### Opinions regarding internship(s)

If you would like to leave a comment regarding internships in general, it would be greatly appreciated.

Your answer

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SUBMIT

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## Appendix 2: Survey, Finnish version

### Työharjoittelu kysely

Tämän kyselyn tarkoitus on kartoittaa Savonia-ammattikorkeakoulun opiskelijoiden kokemuksia koskien työharjoittelun saatavuutta. Kyselyn tuloksia tullaan käyttämään osana kansainvälisen kaupan alan opinnäytetyötä.

\*Required

Sukupuoli \*

- ☐ Mies
- ☐ Nainen
- ☐ En halua sanoa

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### Työharjoittelu kysely

\*Required

Ikä

Kuinka vanha olet? \*

- ☐ 18 - 24
- ☐ 25 - 34
- ☐ 35 - 44
- ☐ 45 - 54
- ☐ 55 - 64
- ☐ 65 tai vanhempi

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### Työharjoittelu kysely

\*Required

Kansallisuus

Minkä maan kansalainen olet? \*

- ☐ Suomi
- ☐ Ruotsi
- ☐ Viro
- ☐ Venäjä
- ☐ Saksa
- ☐ Other: \_\_\_\_\_

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## Työharjoittelu kysely

\*Required

### Opinto-ohjelma

Mitä alaa opiskelet \*

- ☐ Kulttuuri (muotoilu, musiikki, tanssi)
- ☐ Liiketalous
- ☐ Matkailu- ja ravitsemus
- ☐ Sosiaali- ja terveys
- ☐ Tekniikka
- ☐ Other: \_\_\_\_\_

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## Työharjoittelu kysely

\*Required

### Opintovuosi

Millä vuositasolla opiskelet tällä hetkellä

\*

- ☐ 2. lukuvuosi
- ☐ 3. lukuvuosi
- ☐ 4. lukuvuosi
- ☐ 5+. lukuvuosi

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## Työharjoittelu kysely

\*Required

### Työharjoittelu

Kuinka suuren osan työharjoittelusta olet suorittanut? \*

- ☐ Kaikki
- ☐ En ollenkaan
- ☐ 5 - 15 op
- ☐ 20 - 30 op
- ☐ 35 - 45 op
- ☐ + 50 op
- ☐ Other: \_\_\_\_\_

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## Työharjoittelu kysely

\*Required

### Työharjoitteluhakemusten määrä

Kuinka monta työharjoittelupaikkaa olet hakenut yhteensä? \*

- ☐ 0
- ☐ 1 - 10
- ☐ 11 - 20
- ☐ 21 - 30
- ☐ +30

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## Työharjoittelu kysely

\*Required

### Työharjoittelun saatavuus (1/2)

Kuinka helppoa tai vaikeaa työharjoittelupaikan saanti on ollut?

\*

	1	2	3	4	5	
Erittäin helppo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin vaikea

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## Työharjoittelu kysely

### Työharjoittelun saatavuus (2/2)

Vastaaminen on vapaaehtoista

Mitkä ovat syyt, joiden takia uskot ettet ole saanut työharjoittelupaikkaa?

Your answer

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## Työharjoittelu kysely

\*Required

### Opintojen viivästyminen

Onko mahdollinen työharjoittelupaikan löytämisen vaikeus viivästyttänyt valmistumistasi? \*

- ☐ Minulla ei ole ollut vaikeuksia saada työharjoittelupaikkaa
- ☐ Kyllä

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## Työharjoittelu kysely

\*Required

### Työharjoittelun hyväksilukeminen

Haluaisitko suorittaa osan työharjoittelusta lisäopinnoilla? \*

- ☐ Kyllä
- ☐ Ei

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## Työharjoittelu kysely

### Omin sanoin

Vastaaminen on vapaaehtoista

Pyydän ystävällisesti jättämään mielipiteesi koskien työharjoittelua alla olevaan kenttään. Vastaamalla voit vaikuttaa.

Your answer

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